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A

SUPPLEMENT

TO

EXTERNAL STUDY FOR

POST-SECONDARY STUDENTS

A Brief Annotated Bibliography of Recent Publications

Office of New Degree Programs
College Entrance Examination Board
888 Seventh Avenue, New York City 10019
August, 1972

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BIBLIOGRAPHIES, REVIEWS

Bern, H.A. UNIVERSITIES WITHOUT CAMPUSES: BIBLIOGRAPHY OF EDUCATIONAL LEADERSHIP. Washington, D.C.: Association for Supervision and Curriculum Development, January, 1971.

BIBLIOGRAPHY ON ASPECTS OF NON-TRADITIONAL STUDY IN HIGHER EDUCATION. Washington, D.C.: George Washington University, ERIC Clearinghouse on Higher Education, May 3, 1971, 6 pp.
Topics included are: Adult higher education, adult students, continuing education, correspondence and extension study, educational broadcasting, equivalency, evening college, independent learning, institutional studies, the Open University, technology, miscellaneous, and organizations. Eighty five references are given.

Burnett, C.W. and Badger, F.W. THE LEARNING CLIMATE IN THE LIBERAL ARTS COLLEGE: AN ANNOTATED BIBLIOGRAPHY. Charleston, West Virginia: Morris Harvey College, Curriculum Series No. 2, 1970.
Eighty seven pages of annotated references are divided into four sections: the liberal arts approach, curriculum, teaching methods and new media, and the teaching-learning process. The emphasis seems to be on new innovative ideas. (Mahler)

Dobson, Catherine R. and Leatherman, Donald G. "Educational Technology: A Selected Bibliography," EDUCATIONAL TECHNOLOGY, Vol. 12, No. 5, May, 1972, pp. 25-28.

Fletcher, Marjorie Amos, comp. THE OPEN UNIVERSITY, THE EXTERNAL DEGREE AND NON-TRADITIONAL STUDY: A SELECTED ANNOTATED BIBLIOGRAPHY. Bryn Mawr, Pennsylvania: The American College of Life Underwriters, February, 1972, 16 pp.
An annotated bibliography of current literature dealing with the external degree and non-traditional study, with special emphasis on the Open University.

Stevenson, Hugh A. and Hamilton, William B. ed. CANADIAN EDUCATION AND THE FUTURE: A SELECT ANNOTATED BIBLIOGRAPHY, 1967-1971. Ontario, Canada: University of Western Ontario, Department of Information Services, January, 1972, 59 pp.
Overview of 260 Canadian sources, providing a survey of the issues and concerns that are similar to American education. (Marien)

DIRECTORIES, INVENTORIES

DeLisle, Frances H. SUPPLEMENT TO THE MARCH 1972 COMPILATION OF PRELIMINARY MATERIAL ON NON-TRADITIONAL APPROACHES TO UNDERGRADUATE EDUCATION. East Lansing, Michigan: Office of Institutional Research, Michigan State University, May, 1972, 57 pp.
This supplement represents the second compilation of material related to non-traditional programs of study and peripheral matters. Classification systems include: non-traditional objectives, content, methods, standards of evaluation and certification or any combination of these components. Challenges and concerns with the potential risks related to external degree programs are included for implications for credibility, survival and accreditation of non-traditional programs of study. Current publications and announcements with bulletins distributed by the institutions make up the major source of information. (Mahler)

Hicks, Wynford, ed. DIRECTORY OF FURTHER EDUCATION 1968. London: Cornmarket Press, ltd, July 1968, 422 pp. ED027 448.
Directory lists further education courses in Britain for 1968-69 and is organized in three sections; colleges, courses, and college announcements. There is a section on degrees outside the university-Council of National Academic Awards and the London University external degrees.

Valley, John R. INCREASING THE OPTIONS: RECENT DEVELOPMENTS IN COLLEGE AND UNIVERSITY DEGREE PROGRAMS. Princeton, New Jersey: Educational Testing Service, 1972.
Focuses on the new developments regarding degree programs in the United States, with reference to programs, proposals, studies and services. The cut-off point is roughly after 1969. Chapters are: New Programs, Proposals (not necessarily implemented), Major Studies and Investigations, and Related or Supporting Services. Individual exhibits give summary statements followed by a further contact person or brochure.

INNOVATION

Adolfson, L.H., and others. TODAY'S CRITICAL NEEDS AND UNIVERSITY EXTENSION. Washington, D.C.: Association of State Universities and Land-Grant Colleges, 1961, 11 pp., AC 001 858.
As a position paper, this document describes the basic characteristics, requirements, methods, and the mission of university extension education.

American Association for Higher Education. ABSTRACTS "THE EXPANDED CAMPUS" 27TH. NATIONAL CONFERENCE ON HIGHER EDUCATION. Washington, D.C.: AAHE, 1 Dupont Circle, Suite 780, 55 pp.
Contains abstracts from fifty one sessions of the 27th. National Conference on Higher Education dealing with the expanded campus.

Anderson, G. Lester. "Academic Degree Structures-A Point of View," COLLEGE MANAGEMENT, Spring, 1972, pp. 194-200.
Reactive comments to Stephen Spurr's book, ACADEMIC DEGREE STRUCTURES: INNOVATIVE APPROACHES, stating that degrees are degrees, and that activities across the country are not all that innovative and change the system of degrees. Gives forth his guidelines and rationalefor effective degree learning programs.

Apter, David E. "And Now, the University College", COLLEGE BOARD REVIEW, No. 82. New York: College Entrance Examination Board, Winter, 1971-72, pp. 12-14.
A proposal and defense of the university college which is part of the college but physically located in the community, accessible day and night, offering external degrees at high standards, with certification programs, roving instructors, and granting an intermediate arts degree for the gifted.

Babbott, Edward F. "Postponing College: Alternatives for an Interim Year," COLLEGE BOARD REVIEW, No. 80. New York: College Entrance Examination Board, Summer, 1971, pp. 21-24.
Describes nontraditional study or work programs, or service opportunites for college-age students not wishing to be registered in a traditional college program. (Fletcher)

Baily, Stephen K. "Teacher Centers: Another British Idea Worth Importing," PHI DELTA KAPPAN, November, 1971, pp. 146-149.
Teachers at British Teachers' Centers review curriculum and exchange teaching experiences with a view to innovation and reform by those directly responsible for teaching. Each center is organized locally. Teachers' Centers provide exhibits of new text books, programmed education and audio-visual aids. The Schools Council, an independent body composed of teachers, is responsible for research and development in England and Wales, and is available for guidance to the Teachers' Centers. (Fletcher)

Blakely, Edward J. "The External Degree: No Panacea for the Poor," The University of Pittsburgh Times, May 4, 1972.
To make external degree programs good for the poor, they should be small and focused on particular problems and interests. They should emphasize use of video cassettes and closed circuit TV at local schools, offices, etc. along with tutorials and counseling. (Mahler)

Bowen, Howard R. and Douglass, Gordon K. EFFICIENCY IN LIBERAL EDUCATION: A STUDY OF COMPARATIVE INSTRUCTIONAL COSTS FOR DIFFERENT WAYS OF ORGANIZING TEACHING-LEARNING IN A LIBERAL ARTS COLLEGE. Report prepared for the Macalester Foundation and issued by the Carnegie Commission on Higher Education, New York: McGraw-Hill Book Company, 1971, 149 pp.
Calculations of the measurable costs and outputs of instruction at a hypothetical small liberal arts college. Analysis of six modes of instruction: conventional instruction, large classes, programmed independent study, tutorial with independent study, individual study aided by modern educational technology, and a system using all forms of learning. The conclusion was that each type was worth consideration but that the eclectic was the most efficient.

BUSINESS WEEK. "Higher Learning Moves Off the Campus," January 16, 1971, pp. 78,79.
Reviews the spectrum of new nonclassroom programs for credit and/or degree. (Fletcher)

The Carnegie Commission on Higher Education. REFORM ON CAMPUS: CHANGING STUDENTS, CHANGING ACADEMIC PROGRAMS. New York: McGraw-Hill Book Company, June, 1972, 135 pp.
The main theme is the desirability "of a greater diversity of programs to match the greater diversity of students and the myriad careers and life interests they choose to follow, and also, to fulfill the many additional expectations that society has come to have of colleges and universities as it seeks constant self-renewal through new ideas and new talents." (pp.VII) Also included in the book is a presentation of data from the Carnegie Commission survey of students and faculty opinion as well as a summary of major changes abroad.

Cross, K. Patricia. NEW STUDENTS AND NEW NEEDS IN HIGHER EDUCATION. Berkeley: Center for Research and Development in Higher Education at the University of California, 1972, 184 pp.
To plan adequately for the 70's, it is necessary to know who will be the students of the future. The thesis of the book is that there is a new student in Higher Education, representing a much broader spectrum of the population than ever before. The education developed in the past does not meet the needs of the new students. The data was collected from research. The conclusion was that the new students are those students who before had been tested and graded academically as being in the lowest third academically.

Driscoll, William J. "A Rationale for Independent Study Degree Programs," SCHOOL AND SOCIETY, Vol. 99/2336, November, 1971, pp. 411-413.
The author presents arguments in favor of granting credit toward a degree for independent study. (Fletcher)

Durnall, E.J. "University Extension and Accreditation," SCHOOL AND SOCIETY, February, 1971, pp. 87,88.
Durnall, as Director of Continuing Education at the University of New Hampshire, discusses the need for reform in the accrediting procedures for higher education. (Fletcher)

The Education Research Center. EDUCATIONAL REFORM FOR THE 70's: QUALITY, EFFICIENCY AND STYLE. Boston: The Massachusetts Institute of Technology, 29 pp.
Descriptive pamphlet of the work of the Education Research Center, which is devoted to research improvements of the educational process, by seeking ways of improving teaching and learning through developments of new courses of study, educational experimentation, uses of technology, the deeper nature of learning.

THE EXPANDED CAMPUS: CURRENT ISSUES IN HIGHER EDUCATION. San Francisco: Jossey-Bass, Fall, 1972.
Collection of the major addresses presented at the 27th. National Conference on Higher Education, sponsored by the American Association for Higher Education in Chicago, March, 1972. (Marien)

Gould, Samuel B. and K. Patricia Cross ed. EXPLORATIONS IN NON-TRADITIONAL STUDY. San Francisco: Jossey-Bass, 1972, 137 pp.
The first of several publications that will arise from the Commission on Non-Traditional Study. Sam Gould, the chairman, examines "The Prospects for Non-Traditional Study", concludes that it will continue to develop and grow in this country regardless of planning, and safeguards. Subsequent chapters include "Non-Traditional Study: An Overview" by Rodney T. Hartnett, "Problems of Access" by K. Patricia Cross and J. Quentin Jones, "Problems of Recognition" by Ernest W. Kimmel, and "External Degree Programs" by John R. Valley (a six-fold models of external degree programs). The purpose is to call attention to the range of approaches to academic degrees that have been invented, in an organized and systematic way.

Harvey, James. "Reforming Undergraduate Curriculum: Problems and Proposals," ERIC CLEARING HOUSE ON HIGHER EDUCATION. Review #4, Washington, D.C.: The George Washington University ERIC Clearing House on Higher Education, March, 1971, 18 pp.
"Includes a review of the practical difficulties involved in achieving (undergraduate curricular) reform, an outline of current proposals and actual curricula in operation on several campuses, and an annotated bibliography." (editor)

Houle, Cyril and Summerskill, John. THE EXTERNAL DEGREE. San Francisco: Jossey-Bass, Fall 1972.
Prepared for the Commission on Non-Traditional Study on the subject of the external degree. Chapters will include; Some Foreign External Degree Programs, Why the External Degree?, Emerging American Programs and Models, Some Specific Issues, the Ultimate Issues, and an Annotated Bibliography on the Literature.

Johnson, Byron Lamar. ISLANDS OF INNOVATION EXPANDING: CHANGES IN THE COMMUNITY COLLEGE. Beverly Hills, Cal: Glen Coe Press, 1969, 352 pp.

Marien, Michael. BEYOND THE CARNEGIE COMMISSION: SPACE FREE/TIME FREE AND CREDIT-FREE HIGHER LEARNING. Syracuse: Educational Policy Research Center, Syracuse University Research Corporation, 1206 Harrison Street, Syracuse, New York, May, 1972, 37 pp. with appendices, 56 pp.
Attempts to go beyond the Carnegie Commission to suggest problems and some possibilities for further expansion of higher education that have not been studied by the Commission according to the author. The focus is on futuristic planning and on providing education for any person on any subject at any time and any place by any method. Subjects discussed in the book include: non-credit learning, organizational structure of Space Free/Time Free institutions, new technologies, credit learning, institutional accreditation, equity, and personnel needs. The author presumes that the reader is familiar with programs and he includes an extensive annotated bibliography.

Mood, Alexander M. "Another Approach to Higher Education," UNIVERSAL HIGHER EDUCATION: COSTS AND BENEFITS. Background papers for participants in the 1971 Annual Meeting. Washington, D.C. : American Council on Education,1971, pp. 169-186. (to be published in book form in 72)
Radical restructuring of higher education is proposed, centered around video cassettes and "some kind of institutional structure called Video University is the premise by the Director of the Public Policy Research Organization at the University of California at Irvine. The main features of the rearrangement include most students attending college full-time for only one year, with additional higher education as a part-time activity extending over one's lifetime. (Marien)

Newman, Frank. "A Preview of the Second Newman Report," CHANGE, May, 1972, pp. 28-34.
Discussion of the forces leading to the creation of the Task Force Studying Higher Education, searching for answers and the response led to a discussion of the second force. The second is a practical means to correct the weaknessess and how the Federal government can help in the process. Such recommendations are: Federalfellowships be given to students rather than institutions, for disadvantaged students and women; that the Health, Education, and Welfare Dept. distinguish eligibility criteria for accrediting; that the Federal government design and fund the development of several experimental institutions etc.

"Nontraditional Learning," SCIENCE EDUCATION NEWS, Washington, D.C. American Association for the Advancement of Science, 1515 Mass. Avenue, N.W., April, 1972, 8 pp.
Entire issue devoted to nontraditional learning and chapters dealing with new programs. Included are: "The Prospects for Non Traditional Study" by Samuel Gould, "Accreditation of Non-Traditional Study Programs" by Gover J. Andrews, "New York Regents External Degree" by Donald J. Nolan, "The British Open University" by Stannard, Faculty of Science at the Open University, "Minnesota Metropolitan State College" by Douglas R. Moore, and "The University Without Walls" by Samuel Baskin.

REPORT OF THE COMMISSION ON UNDERGRADUATE EDUCATION. New York: New York University, 1971, 143 pp.
The New York University Commission on Undergraduate Education was commissioned to examine all proposals for reform, to devise its own proposals and to present to the University possibilities for change. The report contains findings of opinion surveys, results and how examples were organized. The book is divided into the following sections: some processes of self renewal; the implementation of self-renewal; time,motion, and mobility; learning; and teaching.

Shores, Louis. "The Library-University", SCHOOL AND SOCIETY, Vol. 99, No. 332, March, 1971, pp. 163-166.
Deals with the implications of the non-traditional movement for librarians and libraries. The suggestion for the future according to the author is that the "only educational building is the library". The library affords space for learning centers as well as the contents for learning.

Wilson, Logan. "Alternatives to College for Everybody", SHAPING AMERICAN HIGHER EDUCATION, Washington, D.C.: American Council on Education, 1972, 301 pp. (article cited-pp. 179-184.)
The book focuses attention on the necessity for a realistic approach to problems and issues of general importance in higher education. The specific chapter discusses the issue of having alternatives available rather than the traditional choices of two year and four year colleges.

TECHNOLOGY

"Bringing Graduate School to the Plant," BUSINESS WEEK, January 10, 1970, pp. 64,65.
TAGAR(Association for Graduate Education and Research) provides a microwave TV network to tap into courses at nearby universities and broadcast them to North Texas community plants. Fourteen hundred graduate students are in the advanced degree program. Cost of transmitting studios, electronic classrooms, and cost of broadcasting can average $1,000 per student to the student's participating company. (Fletcher)

Brothers, W.L. "Computer Assisted Lesson Service for Independent Study," EDUCATIONAL TECHNOLOGY, Vol. 12, No. 6, June, 1972, pp. 64.
Discussion of USAFI's computer assisted lesson service with inclusion of major elements of the system, history of the program, limitations and statistics on lesson volume.

"The Closed Loop," MBA MAGAZINE. Vol. 6, No. 1, October, 1971, pp. 9-10.
MBA-ETV Program of University of South Carolina is the program conducted by television and telephone conference primarily for executives and traveling salesmen who cannot attend regular classes. (Fletcher)

"Communications Terminals Provide Lessons at Britain's Open University," EDUCATIONAL TECHNOLOGY, Vol. XI, No. 10, October, 1971, pp. 16+.

Dubin, Robert and Taveggia, T.C. "The Teaching-Learning Paradox: A Comparative Analysis of College Teaching Methods," CENTER FOR THE STUDY OF EDUCATIONAL ADMINISTRATION, Eugene, Oregon: The University of Oregon, 1968, 78pp.
Results of studying methods of learning indicate that a student learns as well through independent study as he does through classroom instruction. (Fletcher)

EDUCATIONAL BROADCASTING INTERNATIONAL. "Science and Technology Courses at the Open University," Vol. 5, June, 1971, pp. 92-94. Wrexham, North Wales, British Isles.
Article describes the science course which integrates the concepts of the major sciences using all the learning resources available to the Open University. Of particular interest, is the fact that the student returns 32 assignments on special paper which can be marked by the computer to give the University an evaluation of each student's work. In addition, the computer will indicate any section of the work which might be giving a block of students trouble. There is also a discussion of a proposed foundation course, "Technology: People and the Technological Problems with which They Live." (Fletcher)

"EVR: Teacher in a Cartridge," CHANGE, Vol. 3, No. 1, January-February, 1971, pp- 40-43.
The dramatic shifts in learning resources span the weakening hold of the traditional textbook and the emergence (along with new problems) of the electronic video cartridge as a potent new learning tool. (editor)

"Extension Applications of Educational Technology," SPECTATOR, March, 1972, pp. 19-25.
Includes descriptions of programs using audio-cassette tapes, computers, electrowriters, learning resource centers, audio-tutorials, instructional television, fixed service band, radio, telelectures, telenetworks, closed circuit TV, instructional films and self-study for Polaris crew members, video tapes and video cassettes.

Gabor, Stanley C. "The Video Cassette as an Educational Reality," EDUCATIONAL TECHNOLOGY, Vol. 12, No. 4, April, 1972, pp. 35-37.
Author feels that the video cassette is the answer to the failure of the use of technology in the use of expensive equipment. The video cassette is the link between TV and learning.

Gordon, George N. and Falk, Irving A. "Video-Cassettes, Formalists, and Informalists in Education", EDUCATIONAL TECHNOLOGY, January, 1972, Vol. 12, No. 1, pp. 61-65.
New technology is creeping over the country. Such basic questions as What is this technology and What are the educational antagonisms are dealt with, and much reference is made to video cassettes.

Holtzman, Wayne (ed.) COMPUTER-ASSISTED INSTRUCTION, TESTING, AND GUIDANCE. New York: Harper and Row, 1970, 402 pp.
Application of computer technology to educational practice. Discusses the implications, social and psychological, of computer teaching, testing and counseling. The papers were prepared for the Conference at the University of Texas in Austin in October, 1968, which was organized by the Social Science Research Council and the College Entrance Examination Board.

James, Francis J. Jr., and Edwards, Donald R. "Some Reflections on the Use of Computers Within a Graduate Management Education Environment," EDUCATIONAL TECHNOLOGY, Vol. 12, No. 6, June, 1972, pp. 61-62.
Collegiate schools of business have developed a place for computer technology with their curriculum. Discussion of some of the trials that some schools have undergone to establish such systems and suggestions for those contemplating the adoption of using computers.

Knauss, Zane. "The Talk'n Tube MBA at the University of South Carolina," EDUCATIONAL TELEVISION, Vol. 3, No. 12, Ridgefield, Connecticut, December, 1971, pp. 9-11. (Fletcher)

Lippert, Henry T. "Computer Support of Instruction and Student Services in a College or University," EDUCATIONAL TECHNOLOGY, Vol. 11, No. 5, May, 1971, pp. 40-43.
Universities have not caught onto the use of computers for education. Use mainly for administration. Suggestions for the use of computer support for instruction and student services. Section on prerequisites and the emphasis on the learner.

Maxwell, Lee M. and Lord, William. "Effects of Educational Television on Higher Education in the State of Colorado" IEEE TRANSACTIONS ON EDUCATION, Vol. E-14, No. 1, February, 1971, pp. 1-6.
Suggests that the use of video tape at Colorado State University aids in instruction as it saves costs and reaches many students. Project SURGE (graduate level courses leading to higher degrees in engineering) and CO-TIE (offering pre-requisites for pre-engineering) are applicable as solutions facing educators.

McMurrin, Sterling M., Chairman, Commission on Instructional Technology. "To Improve Learning" Washington, D.C.: Commission on Instructional Technology, 1424 Sixteenth Street, N.W., Suite 203, August, 1969, 247 pp.
This is a scholarly and comprehensive report which focuses on the potential use of technology to improve the entire gamut of education. The Commission staff was provided by the Academy for Educational Development with Sidney G. Tickton as Executive Director. Sterling M. McMurrin, the Chairman of the Commission on Instructional Technology, transmitted the report to the Honorable Robert H. Finch who was at that time, Secretary of Health, Education, and Welfare. (Fletcher)

NAEB MEMO ON INSTRUCTION. Washington, D.C.: National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.
This newsletter, which is presumably published regularly at unspecified intervals, contains news about educational radio and television. New public, private and government programs are summarized.

Rahmlow, Harold F. "R and D for Adult Learning," AUDIOVISUAL INSTRUCTION, Vol. 16, No. 4, April, 1971, pp. 55-56.
Harold Rahmlow is Executive Director of the Zimmerman Adult Learning Laboratory at the American College of Life Underwriters in Bryn Mawr, Pennsylvania. He describes the multi-media facility for adult learning research and development. The laboratory is the first to provide an experimental facility of this type where adults in the professions and vocations will be provided with learning resources to be used in career study. (Fletcher)

SPECTATOR(JOURNAL OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION). March, 1972.
The editor has this to say: "This issue of the SPECTATOR assembles information concerning applications of technology in the educational programs of the Associations's membership."

ADULT, CONTINUING EDUCATION

CONTINUING EDUCATION FOR ADULTS. Syracuse: University College, Syracuse University and ERIC Clearinghouse on Adult Education. No. 154, 1970.
This specific issue, one of several of the newspaper for university adult educators, deals with correspondence study in multimedia learning systems and includes brief discussions of Great Britain's Open University, the Articulated Instructional Media (AIM) experiment at the University of Wisconsin, and the College Proficiency Examination Program in New York State. Discussions are brief but references are given. (Mahler)

Houle, Cyril O. THE DESIGN OF EDUCATION. San Francisco: Jossey Bass, Inc. 1972.
Systematic design for adult education, system for planning,setting up, implementing, reconstructing, improving and evaluating adult and continuing educational programs. As a part of the book, there is a bibliographic essay on the literature of Adult Education, with the intention for use, and not comprehensiveness. It contains the "chief published sources out of which the system presented in this book has been developed, to supplement the rather general statements of the book by indicating where fuller information on various topics may be found, particularly the detailed practices and techniques required in designing programs, and to illustrate various points of view suggested but not developed..." (author)

Houston University, Texas Department of Continuing Education. PERMANENT PARTNERSHIP: CONTINUING EDUCATION-THE LIFELONG ASSOCIATION OF ADULT TEXANS AND THEIR COLLEGES AND UNIVERSITIES. Washington, D.C.:Educational Resources Information Center, U.S. Department of HEW, ED 033 289, 1969, 57 pp.
The University of Houston examined continuing education programs in Texas, evaluated long range needs for them, and suggested methods of support. Continuing education programs separated into credit programs, credit free and community service programs. Suggestions for implementation are included.

Johnson, Orville W. "The Extension Center as a Re-Entry System," SCHOOL AND SOCIETY, Vol. 100, No. 2341, April, 1972, pp. 227-228.
"One of the greatest values of an off-campus extension center is that it provides a re-entry system for each student." An extension center offers opportunities for adults desiring learning but not necessarily a degree. Community Colleges offer such options for students living outside the range of a university as well as external degree programs.

CREDIT BY EXAMINATION AND GUIDANCE

College Entrance Examination Board. PREPARATION FOR THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP). New York: Henry Regnery Company Publishers, 1971.

"CLEP Goes on TV: Earns 'C.L.I.O.' Award," ETS DEVELOPMENTS, Vol. 19, No. 1, Fall, 1971, pp. 3.
Discusses the CLEP program as it has been presented on TV. (Fletcher)

COLLEGE WITHOUT CLASSES: CREDIT THROUGH EXAMINATIONS IN UNIVERSITY ADULT EDUCATION. Brookline, Mass: Center for the Study of Liberal Education for Adults, 1961, 46 pp. ED 030 042.
Survey of member institutions of the Association of University Evening Colleges and the National University Extension Association sought to determine the prevalence of giving credit or advanced standing by examination, what instruments are used for such purposes, and tendency to favor the application of credit or advanced standing to either technical or general education, tendencies for or against applying testing devices in the adult education program, and current faculty or administrative attitudes toward credit without classes. (Mahler)

Connecticut Commission for Higher Education. EXTERNAL DEGREES AND COLLEGE CREDIT BY EXAMINATION: INTERIM REPORT. Hartford, Conn: Connecticut Commission for Higher Education (P.O. Box 1320), January, 1972, 140 pp.
Interim deliberations of the Connecticut Commission, but for appendices including "The Open University: A Preliminary Report, prepared by Jerrold R. Zacharias and "An Open University/External Degree Program for Massachusetts" prepared for the Massachusetts Board of Higher Education, October, 1971, by the late James E. Allen, Jr. (Marien)

COUNCIL FOR NATIONAL ACADEMIC AWARDS. 3 Devonshire Street, London WIN 2BA December, 1970, pamphlet.
Pamphlet about the National Academic Awards: its coundil and charter, how the council works, the awards, the polytechnics and colleges, and the courses and scheme for research degrees, as well as the recognition of the council's degrees.

"CNAA-Great Britain: The Council for National Academic Awards," EXTERNAL DEGREE PROGRAM POLICY INSTITUTE SURC NEWSLETTER, Vol. 1, No. 5, November, 1971.
Short discussion of the CNAA system of granting and conferring degrees, diplomas and certificates and other awards to persons who have pursued courses approved by the Council at educational establishments other than universities and have passed exams.

Elliott, Lloyd H. ACCREDITATION OR ACCOUNTABILITY: MUST WE CHOOSE? Paper delivered at the meeting of the Middle States Association of Collegiate Registrars and Officers of Admission. December, 1970, 18 pp. ED 047 603.
Examines the effects of present accrediting activities and the work of regional associations and professional societies on part-time and continuing education.

Farmer, Martha L. ed. COUNSELING SERVICES FOR ADULTS IN HIGHER EDUCATION. Metuchen, New Jersey: The Scarecrow Press, Inc., 1971, 172 pp.
A compilation of reports from professionals in adult counseling services in higher education over topics such as counseling the Graduate Student, financial aid counseling, vocational counseling, legal, psychological counseling and minority group adults in higher education etc.

Sharon, Amiel T. "Adult Academic Achievement in Relation to Formal Education and Age," ADULT EDUCATION, Vol. XXI, No. 4, Summer, 1971, pp. 231-237.
In this journal article, Dr. Sharon uses charts and graphs to illustrate his conclusions about the relative level of performance of a sample group who took the General Examinations of the College Level Examination Program (CLEP) with regard to previous formal education and age. His study sample consisted of the test results of 43,877 military personnel tested by the United States Armed Forces Institute. (Fletcher)

Sharon, Amiel T. THE USE AND VALIDITY OF THE GED AND CLEP EXAMINATIONS IN HIGHER EDUCATION. Paper presented at the annual convention of the American Personnel and Guidance Association in Atlantic City, April 6, 1971, 9 pp, ED 054 194.
The use and validity of the tests of general educational development and the college-level examination program, two measures by which adults with non-traditional backgrounds educationally can demonstrate their previous scholastic achievement.

MISCELLANEOUS

Chauncey, Henry. EXCERPT FROM INTERVIEWS WITH SOVIET EDUCATION. Princeton, New Jersey: EDUCOM, 1971.
The interview in this excerpt was with the Rector of the All-Union Correspondence Polytechnical Institute which offers degrees in various engineering fields. Courses are designed for and limited to people employed in related jobs who desire advancement. Besides correspondence work, there are twenty one consultative centers throughout the country and each student spends 30-40 days in Moscow for intensive work at the institute. (Mahler)

Lichtman, Jane. "The Experimental Subcollege," ERIC CLEARINGHOUSE ON HIGHER EDUCATION, Report 12, Washington, D.C.: ERIC Clearinghouse on Higher Education, June, 1971, 9 pp.
"Examines the pertinent literature about subcolleges, summarizes their characteristics, and suggests areas for further research. Nine such subcolleges are described in terms of how they were initiated and what programs are offered." (editor)

Mayhew, Lewis B. "Higher Education, Work, and the Professions: An Introduction". JOURNAL OF HIGHER EDUCATION, 1972, Vol. 43, pp. 169-178.
Theses included are: the assumed positive relationship between more education and better jobs, better workers, and better economy is questioned; low correlation between items taught in colleges and schools and what is tested for job certification; need for more in-service and less pre-service education; higher education still not equally open to minorities; and the suggested approaches for remedy are attractive etc.

Monroe, Charles R. PROFILE OF THE COMMUNITY COLLEGE: A HANDBOOK. San Francisco: Jossey-Bass, Inc., 1972.
Covers the history and functions of two-year colleges, open door policies, students, faculty, admissions, instruction, curriculum. Written by a Community College president.

"Report of the White House Youth Conference's Task Force on Education," HIGHER EDUCATION AND NATIONAL AFFAIRS, April 16, 1971, pp. 3-5.
This fifteen page report includes ten basic propositions and ten specific recommendations. In general, the task force recommended greater flexibility in educational programs, greater student participation in policy-making decisions and their individual educational futures, less emphasis on credentials, recognition of learning outside of the classroom, better guidance services, better teacher preparation, greater use of modern technology for routine knowledge dissemination, and greater humanization of educational experiences. (Mahler)

Spurr, Stephen H. "Changing Patterns in Graduate Education," JOURNAL OF HIGHER EDUCATION, October, 1971, Vol. XLII, No. 7, pp. 545-557.
A discussion of graduate education, with specific consideration to: curriculum changes, academic degrees, changes in certification process, and finally graduate school operation and financing.

EXTERNAL DEGREE PROGRAMS

Berte, Neal R. INNOVATIONS IN UNDERGRADUATE EDUCATION: SELECTED INSTITUTIONAL PROFILES AND THOUGHTS ABOUT EXPERIMENTALISM: REPORT OF THE CONFERENCE IN JANUARY, 1972. (Co-sponsored by the New College, The University of Alabama, and the National Science Foundation), 121 pp.
Report from the representatives of diverse institutions engaged in experimental efforts in non-traditional education for a conference on innovations in undergraduate education. The conclusions that are brought out indicate that some implications for change may be of assistance to those bringing about new approaches. The represented institutions are: University of Wisconsin, New College, Florida Presbyterian College, Livingston College at Rutgers, Hampshire College, University of Californai at Santa Cruz, Antioch,University Without Walls, SUNY, Bensalem, and Ottawa University.

Christodoulu, A. "Open University and Its Instructional System," EDUCATION CANADA, September, 1971, pp. 32-35.
Mr. Christodoulu, as Secretary of the United Kingdom's"Open University", describes in considerable detail the Open University's unique instructional system for adult learners. He describes learning resources including basic materials, part-time class tutors, multi-media equipment, study centers, a data bank, and summer school. Also discussed were cost advantages, plans to market in other countries the Open University learning materials and future plans for a graduate degree program. (Fletcher)

"College Expansion in New Jersey," EDUCATION TRAINING MARKET REPORT, February 1, 1971.
Article discusses the establishment of an "open college" in New Jersey, which permits students to take an undergraduate program without formal attendance at an institution. (Fletcher)

Davis, Charles, ed. THE 1,000 MILE CAMPUS: THE CALIFORNIA STATE UNIVERSITY AND COLLEGES. Los Angeles: Office of the Chancellor, California State University and Colleges, 5670 Wilshire Blvd., April, 1972, 87 pp.
This booklet contains articles on non-traditional and external degree proposals, innovative perspectives nation-wide and abroad, and the California State Colleges and Universities program. Contributing authors include Messrs. Valentine, Dumke, Boyer, Baskin, Kensinger, Mayhew, McGrath, Provost, and McCabe. The concept suggested by the title, The 1,000 Mile Campus, is an outward reaching concept that suggests that external degree programs be available for all qualified students who can not be part of the regular campus scene.

THE EARLY DEVELOPMENT OF THE OPEN UNIVERSITY: REPORT OF THE VICE CHANCELLOR. JANUARY 1969-DECEMBER 1970. Bletchley, Bucks: The Open University, 1972, 176 pp.
A comprehensive source of information on England's Open University, with chapters devoted to the development of the institution, staffing, developing the campus at Milton Keynes, undergraduate course development, the regional organization, estimating the demand, production and distrubution of course materials, records, student services, finance, and external relations.

EMPIRE STATE COLLEGE INTERIM REPORT 1971-72. Saratoga Springs, New York: Empire State College, 22 pp. plus appendices.

Furniss, W. Todd. ENGLAND'S OPEN UNIVERSITY: A MODEL FOR AMERICA? Commission on Academic Affairs, May 21, 1971.
Contains an official description of the Open University from the COMMONWEALTH UNIVERSITIES YEARBOOK 1970. Based on twenty eight interviews with persons directly or indirectly involved with higher education and especially the Open University. The discussion focuses on aspects of the Open University which would be inappropriate in America. Topics include students, economy, neglected clientele, standards, methods faculty, and other British models.

Harcleroad, Fred F., and Armstrong, Robert J. NEW DIMENSIONS OF CONTINUING STUDIES PROGRAMS IN THE MASSACHUSETTS STATE COLLEGE SYSTEM. Iowa City: The American College Testing Program, 1972, 232 pp.
Study completed in April, 1972, for the Massachusetts State College System contains recommendations for a new college (Open College) to be established offering a B.A. in Liberal Studies or a Bachelor of Liberal Studies and a B.S. in Business Administration. The recommendation included such innovations as having a residential center for short term institutes and workshops in a central location. The recommendations were offered in the context that they might be considered for the six New England States and New York.

Maclure, Stuart. "England's Open University," CHANGE, March/April, 1971.
This article was distributed by the British Embassy in Washington as the best article on the Open University at that time. Written in a journalistic style, the article deals with the political maneuverings behind the Open University, as well as its operation and implications. (Mahler)

Malcom, Andrew. "Minnesota College With No Campus, Classrooms or Grades Opens," NEW YORK TIMES, February 4, 1972, pp. 27.
Minnesota Metropolitan State College opened February 1, 1972, designed for students, ages twenty one and over, to earn degrees through independent study and examinations. It is compared to the High School Equivalency Test concept. (Fletcher)

McGarraghy, John J. "Results of a Study by the Regents External Degree Program: A Memorandum," Trenton, New Jersey: State of New Jersey Department of Higher Education.
Results of a questionnaire sent to approximately 1200 persons who inquired about New York Regents External Degree Program. Respondents tended to be older adults, employed full-time, and professionals and/or managers. Interests were mainly in Bachelor of Business Administration Degrees, proficiency exams, the degree for personal satisfaction as well as employment improvement, and the freedom from time constraints. Educational backgrounds ranged from High School diplomas to Master's Degrees. (Mahler)

THE OPEN UNIVERSITY: PROSPECTUS, 1972. London: Morrison and Gibb, 143 pp.
Description of the four foundations offered in 1971 as well as the fifth foundation course (technology) in the undergraduate programs.

Read, Gerald H. "The Open University in Britain," PHI DELTA KAPPAN, Vol. 53, No. 4, December, 1971, pp. 230-233.
Discussion of the Open University with references to origins, functions, academic tasks of providing information and knowledge, directing the learning process, methods, administration, costs, and admissions.

SCHOOL AND SOCIETY. "College Credits for Life Experiences," Summer, 1971, pp. 271-272.
Special Baccalaureate degree for adults at Brooklyn College gives adults credit for life experiences. Program launched in Brooklyn College in 1953 by Bernard Stern, coordinator of the program. (Fletcher)

Smith, Peter J. "Britain's Open University: Everyman's Classroom," SATURDAY REVIEW, April 29, 1972, pp. 40-50, Vol. LV, No. 18.
Overview of the Open University to date, including origins, analysis and the response to the Open University. Comments include: descriptions, courses of study, methods, reactions of two years, the rate of achievement and costs in relationship to a conventional university.

University of California. "Degree Programs For the Part-Time Student: A Proposal, A Report of the President's Task Force on the Extended University," Berkeley: The University of California, November, 1971, 56 pp.
Fifty four recommendations aimed at expanding the degree program opportunities for part-time students by giving attention to new approaches to admissions, to the development of new curricula, to establishing on each campus a unit to develop an administer extended degree programs. Appendices contain information on assessing the market, establishing learning centers, and utilizing new instructional technologies.

The University of London. GENERAL INFORMATION FOR EXTERNAL STUDENTS. Watford, Herts: Edson Printers Ltd., September, 1970, 26 pp.
Includes chapters on: The University of London, the purposes, administration, external department, staff and office hours; The External Examination system; the external studies and; the degree and other examinations.

UNIVERSITY WITHOUT WALLS: FIRST REPORT. Yellow Springs, Ohio: Union For Experimenting Colleges and Universities at Antioch College, February, 1972, 48 pp.
Booklet dealing with the University Without Walls with chapters on: the beginnings, the participating institutions, the planning process, getting under way, selection of students, the UWW Program and how it works, current developments, the award of the degree, research on the program, UWW and the minority student, costs, other ideas, a summary and concluding remarks.

Walton, Barbara J. THIRD ANNUAL REPORT AND EVALUATION OF THE TALENT CORPS/ COLLEGE FOR HUMAN SERVICES. 1969 PROGRAM. New York: College For Human Services, 1970, 80 pp. ED 049 436.
The talent corps/College for Human Services, is a chartered 2-year action oriented educational institution which trains disadvantaged persons from the poverty areas of NYC for jobs as new professionals in community agencies. Lists the major achievements of 1969, the background characteristics of the students, on the job training, and credentialism. (Mahler)

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